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IN THIS ISSUE: "Encouraging Pupils to Think," page 326; "The School and Morals," page 330.

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A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR OCTOBER 10, 1927

EDITORIALS:
Chicago's Reputation 321
Montclair's Notable Opening 321
Massachusetts Normal Schools 322
Secretary Roy W. Cloud 322
Triumph of Arthur Deane 322
A Clearing House for Your Problems 322

A CRIMELESS GENERATION 323
By A. E. Winship

BELDING'S PAGE 325

ENCOURAGING PUPILS TO THINK 326
By Francis Le Roy Copper

THE LECTURE METHOD AS A TEACHING DEVICE 328
By Joseph I. Pascal

THE SCHOOL AND MORALS 330
By E. E. Cates

STUDENT VERSE IN LOS ANGELES 333

PERSONAL AND PROFESSIONAL 334

CHARACTER CHATS 335
By Joseph B. Egan
The Pygmies 335
The Hidden Song 335
Why People Are Untidy 335
The Carpet of Leaves 336
The King's Three Sons 336

THE BUILDER OF MEN (Poem) 336
By Ivan N. McCollom

EDUCATION IN ACTION 337

TREND OF THE TIMES 339

THE BOOK TABLE 340

GRINS BETWEEN GRINDS 341

JOURNAL MAIL BAG 342

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EDITORIALS

Chicago's Reputation

WE FELL desperately in love with Chicago in 1875 when it was making its glorious recovery from its calamitous conflagration, and in the fifty-two years since then we have said in every state in the Union on thousands of platforms, to literally millions of hearers, that Chicago has the most distinct personality of any city in the country, and is in the highest sense the American metropolis.

We have no disposition to modify any statement we have ever made about the personality of Chicago, and our faith in the city industrially, commercially or civically has never been greater than it is today.

All this makes it almost unbearable to have all the people in every nook and corner of this vast land think that the official educational leadership is to be non-professional, strictly political and individualistically ambitious.

Far be it from us to say that this is true, but all classes of people, professional and lay people, consider the school situation in Chicago as hopeless from an educational standpoint, and this will be the sub-conscious impression of all America for several years whatever glory may come to Chicago otherwise. This is tragedy beyond estimate. The masses of people know nothing definite and care nothing about the individuals involved in this problem. The public gets its impressions mysteriously, but retains them tenaciously.

Montclair's Notable Opening

THE State Teachers' College at Montclair, New Jersey, re-created to prepare teachers for Junior and Senior High Schools, enrolled one hundred and forty students in its first class. Of these seventy-six per cent. were from the upper fourth of their graduating class in New Jersey senior high schools last June, and thirty-one per cent. were from the upper tenth of the class. None will ever be received who are not in the upper half of their class. There are

several new men on the faculty, all coming from important positions, and all with elaborate scholastic preparation and professional experience.

Massachusetts Normal Schools

THE tenth annual conference of the Massachusetts State Normal Schools at Bridgewater was exceptionally strong in talent from the ten state schools. The outside talent was James E. Russell, Teachers College, New York City, and Dr. Charles S. Pendleton, George Peabody College for Teachers, Nashville.

Dr. James E. Russell's addresses were on "What is Professional Training?" and "Next Steps in Teacher Training." Dr. Pendleton's topics were: "How the Practice School Functions in a Good Normal School," "What Constitutes Good Teaching, and How Can It be Developed?"

One of the most important features of the four days was the symposium in which the five retired principals talked of "The Normal School in Retrospect and Prospect." It was William D. Parkinson's first appearance as a retired functionary, and made it appear quite ridiculous to think of him as "retired," for there was nothing more virile and forward-looking at the conference than his address. William A. Baldwin of Hyannis, Henry D. Whittemore, Framingham, and Frank F. Murdock, North Adams, retired of their own motion before the "retiring law" was in effect, and they were a very lively bunch of retired educators.

The conference was arranged and conducted by Frank W. Wright of the State Department, director of the Normal Schools.

Secretary Roy W. Cloud

ROY W. CLOUD, superintendent of Redwood City, California, has accepted the secretaryship of the California State Association. This is certainly a man's job, and those who know him intimately are confident that he will succeed. He has certainly been a genuine success as a city superintendent and has avoided all factional friction in professional activities, which is highest commendation in entering upon the new responsibilities.

Triumph of Arthur Deane

ARTHUR DEANE'S "Your Boy and Your Girl," now used by some daily paper in practically every city in the United States, is second only to remarkable triumph of Angelo Patri's series when they appeared. Arthur Deane has struck a heavy "pay streak," as the mine projector would say. He reaches a wide range of family problems, and is a hundred per cent. sensible in his suggestion of solution of the most complex problems.

A Clearing House for *Your* Problems

The problems of education are both great and small. Often the smaller problems consume so much of the active school man's time that he has little left for the larger ones.

To select the events of major significance and present them in its pages, has always been the aim of the Journal of Education. Trifles have had no undue emphasis here. Nor will they ever have.

Nevertheless—the Journal is to have a new department in which some of the minor matters connected with school administration will be treated. The purpose will not be to magnify these details, but to assist busy executives in performing their work efficiently, so that they may have more time to devote to whatever they deem of prime importance.

The new feature will start in our issue of October 24 and will appear each week. We have been fortunate in obtaining as editor of this feature an unusually gifted and successful official actively engaged in public school work. The editor, whose name will not be disclosed, invites readers of this magazine to send along queries and suggestions.

The department is an experiment. Its continuance will depend upon its usefulness to our readers. It can be made a veritable clearing house for the exchange of plans, hints, discoveries, and solutions.

Address your letters to "Editor of School Problems," in care of this office.

Whatever is of concern to you in your work will be of interest and concern to others. If you don't know, ask. If you do know, pass along your knowledge.

A Crimeless Generation

By A. E. WINSHIP

THE greatest need of America is a crimeless generation. It is infinitely more important than the marketing of crops, the limiting of armament on sea and land, or anything else social, industrial or civic.

It is unimportant whether a larger per cent. of youth are worse than in the past, but there can be no question but that bad youth can do infinitely more harm than in the oxcart age. Two youngsters, boys or girls, in their teens can stage fifty hold-ups, burn a dozen churches and murder several worthy citizens. The automobile lends a halo to youthful misdeeds wholly unknown even in horse and buggy life.

Our concern is with tomorrow and not yesterday. Let the schools and churches go on as they are now going, and the imagination cannot picture America as it will be twelve years from today when the twenty million children who enter schools and Sundays School in 1928 are eighteen years of age.

It is possible and easy to have a crimeless generation of eighteen-year-old youth twelve years from today,

The first need is for everybody to believe that there can be a crimeless generation. The public had to believe that yellow fever could be eliminated; that cattle ticks were needless; that every pest can be eliminated.

In 1919 an orchardist in Southeastern Ohio advertised in the press that he would give any lumber dealer his entire acre orchard of large apple trees if he would take the trees, roots and all. He said he had sprayed the orchard that year and only one lone apple had been produced. He was through with apple raising.

The State Department sent its expert entomologist there to take that orchard in hand. He left one tree unsprayed, sprayed a second tree at the wrong time, and a third tree was sprayed no higher than it could be done by standing on the ground. We were in that orchard in late summer, 1920. The two trees were barren, the third tree was barren at the top, but the papers far and near spread the glad tidings that the owner received seven hundred dollars that year from the apples on the rest of the acre orchard. From that time until now the orchards thereabouts have had the right spray in the right way at the right time.

There is one state that has faith that all youth can be crimeless, and one community of several thousand school children is demonstrating as definitely as did the expert Ohio orchardist that it is being done.

The first indispensable requisite is a perfect accounting system, one that knows every month where everyone from twelve to eighteen years of age is—in school or out; what he is doing, and how he is doing it. In the autumn of 1926 there were three hundred and fifty-two boys in that city who were not in the right place, doing the right thing in the right way. In June, 1927, every one of these was satisfactorily accounted for.

In the office of the superintendent of schools there is a card catalogue which accounts for every one of the thousands of children and youth of the district from twelve to eighteen each month. If a child changes his school or his job he is accounted for. If he moves to another city in the state he is accounted for in his new environment.

Why does a student try to avoid school? There are two men who do nothing but follow up each case. These foot-free men know no hours, no days, no space limit for their service. One has the entire East side, industrial community, the other has the West side, residential and market gardening district.

A lad of fourteen simply would not stay in school and the teacher did not want him there. "Why don't you like school?" asked the friendly specialist. "I am not ready to go to school at nine o'clock. I get up at five o'clock, go to my traps and get my muskrats and take them to my market, and it interferes with my business to go to school."

"Isn't there anything that you could learn in school that you would like to learn?"

"Oh, yes. I'd like to know how to cure muskrat skins. I'd get a lot more for my skins if I could cure them."

"All right," said the friendly specialist, "you come to the high school"—he was in the sixth grade—"a week from next Monday, and we'll have some one who can teach you how to cure muskrat skins."

Now there was another more serious problem for the friendly specialist. He had to deal with the system. There was nothing in the new and idealized curriculum which provided for curing muskrat skins. And this lad had not completed the eighth grade.

But the specialist thought in terms of the muskrat lad instead of the curriculum, and he nosed around in the laboratories till he found a teacher who would be glad to learn, himself, how to cure a muskrat skin and would be ready for the lad on Monday of the next week.

Interest in the lad was general. One of the women teachers had a coyote skin offered her

for a rug, and she asked the muskrat boy if he could cure it, and he did it to the queen's taste.

That lad stayed in school daily from early to late because he was provided with one book after another about fur-bearing animals, their habits, their value and the marketing of furs.

That sixth-grader muskrat pupil was the greatest thrill in the high school.

There was a sixteen-year-old youth who would not go to school and would do no steady work anywhere. He was an alarming problem.

"What would you like to do when you are eighteen years old? When you are a man?"

"I'd like to get into an automobile factory. I like to fool with machinery. I know a lot about automobiles, but I'll never be a chauffeur, that's poor business."

The friendly specialist wrote to Detroit, told a manager about the lad, and it was arranged that if the lad would go to school and study whatever he was told to study to show that he was not a crank-individualist and would work at anything Saturdays, evenings, and in vacation until he had earned and banked one hundred and fifty dollars they would take him on.

The fellow did his part, and at eighteen he had the money and went to Detroit with the approval of everyone.

The friendly specialist interested the Lyons Club in him, and they gave him a send-off. They wrote to the Lyons Club of Detroit, and upon his arrival he was met at the train by some "Lyons," who took him to a boarding place, and later to the place where he was to work. He demonstrated exceptional skill, and was soon regarded as a "great prospect."

When I spoke on this subject at the National Education Association a delightful teacher of English said to me: "Oh, these are good stories, but you would demoralize a high school with a thousand students just to fool with a fellow who had no higher aspiration than curing muskrat skins."

My reply was that while the dirt farmers were trying to get Congress to give some aid to ease their market, Congress appropriated millions as soon as one corn borer appeared in Iowa.

Any curriculum that can be wrecked by extending a sympathetic hand to save one social, industrial or civic corn borer is a menace to humanity.

The business of a curriculum is to give an achievement thrill to children and youth from twelve to eighteen years of age.

In a suburb of Boston is a Louis Pasteur School, the first in the New World to bear that name.

"It must have been named by a physician," I remarked to a friend.

"Oh, no. It was named by a letter carrier. He will be at the luncheon today."

Later I sat beside that letter carrier, and said: "I was in the school over on —— street."

"The Louis Pasteur School? I named that school!"

"How did you happen to choose that name?"

"When I was a youngster in Bangor, Maine, a physician in a talk told about Louis Pasteur, and I said then that I'd name a school for that fellow. It is not a great business to be a letter carrier, but it is easy to get on a School Board and easy to be chairman of the board if you have a purpose in it that does not scare people, and so I named that school for Louis Pasteur."

I have no question but that there were teachers in that Bangor school who thought it an outrage to keep those children from their lessons on compound fractions and the split infinitive, but I think it was a noble thing to give that youngster an achievement thrill that lasted till he was chairman of the School Board in a suburban city of twenty thousand people.

A lad with such an achievement thrill will never jeopardize society, socially, industrially or civically.

Utah started her crusade to produce crimeless youth in 1920, and legislated to that end, but the scheme failed to function adequately because of serious weaknesses. The accounting was only in September, and while everyone from fourteen to eighteen was accounted for as at school or at work then, he could slip out in two weeks and not be accounted for till the next September. Now everyone is accounted for every month.

Then there was no follow-up equipment, such as the friendly specialist provides.

Then there was no attempt to have the curriculum make a place for anyone who did not fit into it all the time in the regulation way.

When the tax-saving machinery employed an expert at a good wage to search for school extravagances he appeared before the Financial Council that passes upon the public school budget and protested against an item of seven hundred dollars for the "Accounting Scheme," because that was a "fad" unheard of when he went to school. He also protested the appropriation for two teachers who did not teach—the friendly specialists. When the superintendent explained these items the tax-saver who employed the budget searcher apologized for this interference with so noble a work.

Universities are large corporations which require large sums to work with, and their dividends are huge. —Percy S. Straus.

Belding's Page

THREE R'S PLUS

SO MULTITUDINOUS are the demands upon the schools, demands which consume the time and attention of pupils and teachers alike, that administrators sometimes wonder what the end will be. Will the "real business" of instruction be crowded out entirely and the school day be given over to extraneous activities? This might easily come to pass. The only thing that will stop it will be the backbone of educators who insist upon driving away the needless interruptions.

Not all interruptions are to be resisted, however. The pupils are undergoing preparation for a life which is increasingly complex. The child who ventured forth into the busy world with no knowledge beyond the "three R's," in these times, would be ill fitted to cope with so bewildering a universe. It is well to remember this. The schools cannot be cut off completely from the currents of community life without injury to the pupils. Something of the community life must be allowed to seep in. How much and in what ways, the school officials should decide. Perhaps the main trouble now is that so many organizations with particular axes to grind are clamoring at the gates of Education as to leave but little opportunity for the teaching profession to make deliberate and wise choices.

Preserving a discreet balance between letting everything in and keeping everything out is no simple task.

COSTLY CROWDING

THE High School at Westfield, Massachusetts, is one of many similar institutions in the United States that suffer from overcrowding. The pupils cannot all be accommodated at the same time. So the freshmen have been receiving instruction in the afternoons only.

Experienced educators could have guessed what the results would be. Even the public now knows something of this matter; for news has reached the daily press that the present freshman class contains upwards of fifty pupils who are repeating the grade because they failed to pass last year. The same news story goes on to estimate that, at $100 a head, the repeaters will cost the taxpayers of Westfield $5,000 during the current year. That is good food for thought. But of course it is not the whole story. The probabilities are that a great many more than the fifty "flunkers" were unable to obtain the full benefits of last year's instruction. Moreover, the carrying of repeaters tends to intensify still further the crowding, and to hamper progress. Things are likely to go from bad to worse until new and ample facilities are provided—which is sure to be soon, in as intelligent and enterprising a city as Westfield has the name of being.

UNWORKABLE RULES

RULES that cannot be enforced are worse than no rules at all. A school committee sometimes becomes aroused over some apparent flaw in the conduct of a school, and decides to remedy the defect by means of a "thou shalt not." Committees would do well to follow the advice of active administrators and teachers as to what is workable with young people. A code of behavior which cannot be "sold" to the majority of pupils might better be left uncoded.

UNTRUTHS SEEK ENTRY

A SHARP lookout must be kept against misleading propaganda which appears as education. Large masses of printed material are supplied free of charge to newspapers, clergymen and educators, in the hope that some particular "cause" or commercial interest will benefit. It is not always easy to detect the wolf in sheep's clothing.

Special care needs to be exercised regarding the motion picture exhibits which are offered without cost for use in schools. A strict censorship of such films by educators needs to be set up.

By way of illustration, let me cite the film sent out by a certain yeast company. What could be more harmlessly enlightening than a portrayal of the chemistry of the leavening process, together with the manner of manufacturing yeast? Surely this would be educational. So the teacher accepts the film without question. And as the pictures speed along, a pathetic figure of a sick person is shown, debilitated and forlorn—until, presto! some one hands him a yeast cake; he takes more yeast cakes, and soon is the personification of health. Is it educational or even right, I ask you, to use the schools for exploiting alleged remedies for human ills—remedies which should be left to physicians to prescribe? Yet the price of free films is often paid in such biased and possibly dangerous suggestions.

Anson W. Belding

Associate Editor.

Encouraging Pupils to Think

By FRANCIS LE ROY COPPER
Northern State Teachers College, Marquette, Michigan

THERE are many reasons why we should encourage pupils to think. Thinking gives a child confidence in himself, which is a big factor in his success. The saying is very true, "He can if he thinks he can." It improves the morals of the child and of the whole class. It makes the recitation more interesting. Thinking is the child's birthright. This is why he is endowed with brains. Thinking also develops his brain, which is his mental capital. Successful thinking gives beneficial emotional experience. How many persons have cried out "Eureka!" when their thoughts have registered satisfactorily. Just think of the emotional thrill a child experiences when he proudly exclaims: "I have an idea!"

Thinking is an economical way of doing things. It saves time; it saves effort; it saves material. It is what makes life worth living. It really is living, for what a person thinks, that he is. It strengthens one's personality. There is a close relationship between thinking and action, for what one thinks largely determines what he does. We excuse some people for what they do because of their inability to think rightly; we expect much of others because they can think effectively. It has been found by Terman and others that the conduct of children of strong mentality is superior to that of children of weak mentality. Thinking seems to guide their actions into right social channels. It lifts one above instincts and impulses and helps him to escape from the thraldom of superstition and tradition. It places his conduct upon a rational basis, and it multiplies his powers a hundred or even a thousand fold.

Before going further perhaps we should define what we mean by thinking. By thinking we do not mean the mere aimless functioning of the mind, such as reverie or day dreaming. Real thinking consists in weighing probabilities, seeing relationship, comparing, reflecting, gathering data, and making judgments. It must be purposeful and true. It requires brain power, persistency and will.

There is general agreement among those who have made a study of the question of thinking that we as a people do not think as much or as effectively as we should, and that we do not sincerely encourage it on the part of the pupils. There is also consensus of opinion that the child is capable of thinking and that he ought to be encouraged to do so on a level commensurate with his intelligence and experience.

Children are sometimes really clever in their thinking. A few days ago I was walking down the street with a little friend about seven years old. I asked him how far he knew the multiplication table. He replied that he knew it to the sevens, but that he did not know the sevens very well. He said: "Do you know what I do when I get a problem like 7×4? I turn it around, and think 4×7, for I know the fours, and it works well." That little fellow was doing a pretty good grade of thinking.

We need training in thinking, for the populace is as a whole rather gullible. We still occasionally try to get something for nothing, buy gold bricks, bet on inside information in horse races, and fall for confidential tips on the stock market. Why? Simply because we do not think the thing all the way through logically and fairly. If adults do not think as they should it is because they were not trained and encouraged to do so as children. Perhaps the strenuous life we are asking our pupils to live does not leave much time for real thinking. And, yet, thinking is not for leisure time alone, it may evolve from what a child hears, sees, and feels in connection with his daily life as a pupil.

The teacher has a wonderful opportunity to encourage thinking on the part of the children. Away back in early Greece Socrates, the grand old teacher and philosopher, spent his life teaching young people to think clearly, honestly and effectively. He helped them to formulate their questions accurately and put them to themselves for an answer. He taught them how to investigate, weigh evidence and arrive at their own conclusions.

How can we provoke thinking on the part of the child? In some cases not much can be done, but in the ordinary child there are several ways. One way is by asking thought-provoking questions in the assignment of the lesson, in the testing of the child's knowledge of the daily lesson, and in the more formal examination of the child's comprehension of the subject. Many studies have been made of the type of examination questions asked by the teachers. These studies have shown that a very small percentage of such questions are thought-provoking ones, the most of them being fact or memory questions. Another way is to make assignments which require thought, not to interpret what the assignment means, but to execute it. The project is of such a

nature as to lend itself nicely to this purpose. And still another way is to encourage the child to ask questions about that which he does not understand after he has tried his best to understand it, and to require him to give his reasons for the position he takes on various questions. The teacher will find many opportunities to give support to the child's thinking. She can be sympathetic with his efforts; she can stimulate and guide him by tactful questions and suggestions. A good teacher will not require that a child agree with her on all questions.

There are indications to tell us when the child is thinking. The facial expression is a good index. When a child is wrestling with a problem his face is rather serious and troubled, but when he has mastered the problem his face lights up and beams. He is then eager to express himself. Another indication is a child's disagreement with his classmates, the author, or even with the teacher. This may show that the child is wrong, but it surely indicates that he is thinking. The fact that a child is puzzled or perplexed is a good sign. And still another indication is the bona-fide questions he asks about his work and the type of explanations he gives.

Constructive thinking has blazed the way to progress in the world's history. Thinking being subjective, the same set of facts or the same situation may arouse wonderment in one person and not in another. To the thinker seemingly commonplace things may suggest an idea or arouse a train of thought. For example, many persons before the time of Mendel had, of course, seen flowers growing in gardens, and had noticed that they crossed, and that some characters were present in the crossing in some, and not in others, but it was reserved for Mendel, the Austrian monk, to conceive the idea of some ascertainable law governing hybridism in plant life. This conception led through constructive thinking and experimentation to what is known today as Mendel's Law.

A good example of effective thinking is afforded by Joseph Lister, the father of antiseptic surgery. Prior to the time of Lister surgery was often accompanied by blood poisoning, gangrene or tetanus, and the mortality in surgical operations was nearly fifty per cent. No doubt many surgeons were reconciled to this deplorable condition. But Joseph Lister, a young British surgeon, wondered if this condition could not be improved. By scientific thinking and experimentation he became convinced that the cause of the trouble was local in the wound itself. After reading a paper by Pasteur advocating the theory that germs were the cause of putrefaction, he took for his problem the introduction of antiseptic methods into surgery. He decided that the way to prevent the festering of wounds was to keep the germs of the air from the wound. How to do this became his immediate problem. He recalled that at Carlisle, England, carbolic acid had been used to counteract the foul odor of sewage; from this he decided that carbolic acid must be germicidal. Coupling this idea with Pasteur's germ theory he decided that carbolic acid would be effective in dressing wounds. By soaking his dressings in carbolic acid he met with astoundingly beneficial results. Thus we see that the scientific thinking of a young man liberated surgery from the awful pall that hung over it, and conferred a lasting blessing upon all mankind.

The cause of malarial fever presents another case in point. Long had the people supposed that malarial fever was caused by the miasma of the swamps. This belief was supported by the fact that the fever occurred in swampy regions. Then some medical thinkers began to be skeptical. Finally they proposed the hypothesis that perhaps the fever was caused by the bite of the mosquito. After the idea was once conceived, through observation and experimentation, the hypothesis was substantiated, and the true cause known.

Likewise, many people before the time of James Watt had no doubt sat by the fire and watched the lid of the tea kettle rise and fall with the steam, but they simply took it for granted and made nothing of it. But one day, according to the story, as young Watt watched the same phenomenon it set him thinking. He began to see in his mind the relationship between the rising and the falling of the tea kettle lid and work that might be accomplished by steam. As a result of his thinking steam has been harnessed and is now one of the mightiest giants of industry.

Thinking is really the thing that has brought about progress in the various lines of activity. The part which thinking has played in the industries is summed up nicely in the poem, the first two stanzas of which follow:—

THE THINKER

Back of the beating hammer by which the steel is wrought,
Back of the workshop's clamor the seeker may find the thought;
The thought that is ever master of iron and steam and steel,
That rises above disaster and tramples it under heel.

The drudge may fret and tinker or labor with lusty blows,
But back of him stands the Thinker, the clear-eyed man who knows;
For into each plow or sabre, each piece and part and whole,
Must go the brains of labor, which gives the work a soul.

—Berton Braley.

The Lecture Method as a Teaching Device

By JOSEPH I. PASCAL
New York City

IBSEN in his famous play "Ghosts" develops the gruesome yet somewhat stimulating idea of the presence of ghosts walking all about us. These are principally not ghosts of dead people but ghosts of old, outworn ideas. We are hemmed in, literally surrounded by these invisible yet potent ghosts of the past. It is a salutary though somewhat harrowing experience for any individual to analyze once in a while the extent to which his whole life, in thought and action, is weighted by dead ideas, discarded beliefs and mouldy institutions.

These ghosts of the past invade every social phase of activity as they invade the life behavior of every individual. It is therefore perfectly natural for us to expect and to find the sphere of education similarly overlaid, bound and gagged by these ghosts of the past. There are many such in the field of education. I shall touch upon only one, namely the lecture method of teaching.

A typical scene in a classroom presided over by a teacher-lecturer is somewhat as follows: A group of eager individuals aglow with eyes and ears keyed to highest pitch in order to catch every word of the lecture. With strained necks and cramped bodies they lean forward, tensely perched, anxious to get every word and ever fearful of missing something. Their hands clutch pen or pencil madly racing over the paper in a wild endeavor to keep up with a torrent of words, and wholly oblivious to the significance or meaning of these words. The haunted look and appeal to a neighbor when some word or expression is missed in this wild rush is truly pathetic. When unfamiliar words, technical terms or foreign names are interspersed in the lecture the effort often amounts to agony in trying to get these elusive things correctly down on paper. Indeed the whole picture is that of a multi-eyed, multi-eared, and multi-fingered, anxious-looking animal, painfully trying with all its might to stretch and swell in order to gather and catch in full a huge, fast-falling shower of wisdom. It can't stop for a refreshing drink or even for a taste of the precious liquid for fear of losing some of the fast falling drops.

This picture with slight modifications dependent on the nature of the subject, the disposition of the lecturer and the student body, is found as a standard method of instruction in practically every institution of learning. And what a pity! Nay, what a tragedy! For tragic it is indeed. For all this information which the students so painfully try to acquire could be obtained with perfect ease and comfort from the printed page of a book or a set of mimeographed sheets. In the vast majority of cases all the wisdom so plentifully poured forth by the lecturer is the second or third-hand information culled from one or more books. If the lecturer had developed something new and original he would have had it published.

Now this information when put on the printed page is at the service of the student at any time and in any manner his convenience may dictate. The silent book is the greatest thing on earth. It gives you the information as rapidly or as slowly as you desire; it repeats for you the material as many times as you choose. It spells out every word for you, giving you as much time as you wish to learn the spelling of technical terms or unusual names. It goes with you to the solitary woods or the crowded subway, ever ready to impart to you the information you desire. Unlike the lecturer its voice is ever clear and clean cut, free from panting breath, a heavy tongue or nasal catarrh. It browses patiently in your lap while you ruminate over some of its contents, and is instantly awake when you choose to consult it again.

A curious by-product of the lecture system and perhaps one reason for its persistence is the fear current among many teachers that if the lecture system were really discarded the teacher's position would grow less in importance. But this is decidedly wrong. The true teacher is not a substitute for a book. The function of the teacher is not to impart information that can be found in a book or presented on a mimeographed sheet. The teacher can never compete with the printed word in that respect. Information can be obtained infinitely better from silent books. But the teacher has a far more exalted function. His place is to clarify and amplify the material read. Explanation of what is not fully understood, enrichment and elaboration of the subject as seen from his larger viewpoint are the things demanded from a first-rate teacher. For such work no book can supplant him.

The living voice is a necessity in teaching, but it must be the voice of more than one man. True teaching is a give-and-take proposition where teacher and student exchange ideas on the material covered. The lecture system, which places at the top of the class one man whose function is to pour a barrel of wisdom

(the size of the barrel depending on the length of the period) into the heads of his students, is as barren for the teacher as for the students. Every teacher will subscribe to the words of the Hebrew prophet: "For lo, I have gathered wisdom from all my disciples." Sometimes even a simple query by a backward student may contain the germ of a stimulating idea which will be eagerly seized upon by an alert teacher.

Yet the lecture system has some points of merit which make it suitable for occasional use. For a book is a static entity, as soon as it is printed it becomes fixed. The lecture, on the other hand. is a dynamic affair, it can take advantage of the very latest discovery or episode bearing on the subject. Moreover, the vital spark of the "viva voce" often has an exhilarating effect rarely found in the cold printer's type. But this holds good only when a lecture is delivered in an informal, spontaneous manner, without notes or manuscript. Lecturing from a manscript, with the eyes glued to the paper, will never raise enough of a spark to kindle a baby's toy balloon. Yet this is the manner in which nearly all lectures are given, read as written word for word.

Just how minutely such lectures are written up was once forcibly brought to my attention by the following incident. One of my lecturing professors some years ago, on one occasion forgot to take his lecture notes with him at the end of his lecture, walking off without them. I happened to notice the manuscript on his desk on my way out, and took them up to him. But while searching for him I glanced through the notes, and was struck by the heading of one lecture, which began with the phrase: "Thank you, gentlemen." I could not recall having heard him say this phrase, and I was at a loss to understand it. As the professor was a really fine and estimable gentleman I made bold to ask him for the meaning of that phrase in connection with that lecture. Whereupon he told me that the lecture in question was the one he had prepared for his first reappearance in school after an absence of a few weeks due to illness. He had expected some applause from the student body on his reappearance, and had written that phrase as an acknowledgment. It so happened that there was no applause, and he was, as he freely acknowledged, a bit confused by having to omit the first phrase of the lecture. Now while this professor was a fine scholar and a gentleman he was not of the type who could give a sparkling, impassioned, spontaneous lecture. And a great many lecturers are like him in this respect.

But while the lecture system is, in general, not suitable as a teaching device, it is excellent as a medium for disseminating general culture. A good lecturer can impart a good deal of information to a body of men, who would not themselves read up on the subject, who come voluntarily for this information, and who listen just for the fun of learning something with little effort. Their only motive is their own desire, and they can absorb as much or as little as they choose. This very attitude enables them to absorb quite a lot, being free from the worry of taking notes and of having to give account of the amount retained. The difference between the attitude of such men at a lecture and that of students seeking "credits" and worrying about "medians" and "quartiles," is as the difference between the calm and repose of Omar Khayyam and the drive and fury of Mr. Babbitt.

Whence comes this ghost of the lecture system? It comes down to us from the times when printing was unknown, when information by word of mouth was practically the only way information could be obtained. With the advent of printing one would have expected the rapid disappearance of this clumsy method of imparting information. But no, while the art of printing has been with us for four centuries or so the ghost of the pre-Gutenberg days still clings to us.

Strangely enough, the problem method, so ably developed by Socrates, has been practically lost to the world of education. As a teaching device it is, of course, infinitely superior to the lecture system, because it alone stimulates thought, inquiry and analysis. But unfortunately it lay dead for about two thousand years and has only recently been revived, and that to a slight degree.

What is equally amazing is that while the lecture system has often been condemned by great educators and college presidents, it still goes merrily on its way as spry as ever, in the very same institutions presided over by these educators. The why of this would make an interesting subject for psychological inquiry, which inquiry I bequeath to my successors and heirs.

"When you convince a man that he is an animal and nothing but an animal, he will act like an animal and you will have a recrudescence of the jungle."

—President Daniel L. Marsh, Boston University.

The School and Morals

By E. E. CATES
Los Angeles, California

"THAT it is possible to teach morality without sectarianism is demonstrated before our eyes every day. Morality is conformity on the part of the individual to the manners and customs found essential to the well-being of society as a whole. Social combination in institutions is civilization. In civilization the moral individual acts so as to re-enforce his fellows. The school is a social body. It is an institution, and all its discipline fits the pupil for combining rationally with his fellows.

"There must emanate from the teacher a moral influence going to make manly men and womanly women. It must command obedience. It must induce cleanliness and neatness. It must enjoin temperance and sobriety. It must promote respect for society and law. It must require attention and industry. It must sharpen the wits. It must encourage individual thinking. It must cultivate a love for the beautiful. It must exact loyalty to the truth. It must inspire reverence for God."

Thus spoke Dr. Andrew S. Draper when he was president of the University of Illinois. And now after a lapse of more than a quarter of a century his words come to us with renewed emphasis.

The first essentials of morality—self-control, truthfulness, obedience, unselfishness—must be not merely constantly enjoined in our schools, but must be practiced for the successful working of any school. Modesty, purity, chastity of word and act must be strictly required of each and every pupil not only in the school, but about the school building. Many pupils obtain almost their whole training in all these virtues from the influence of the school, since they are not taught them at home, and many never go to church nor to Sunday School. If besides all this they are subject during five or six hours every day to a teacher who exhibits all these virtues, the influence is incalculable, inasmuch as example is more than precept. A morally earnest teacher through the silent influence of her personal example and through the spirit with which she performs the daily duties of her office unconsciously exerts a subtle moral influence, which is more potent than any formal instruction in morals can possibly be.

The relations of teacher to pupil create numberless occasions for private, direct, personal appeals to the instincts of manliness and womanliness which are seldom wanting in boys and girls.

The trouble with the dishonest and vicious is not so often their ignorance of the true and right as their failure, through neglect and evil example, to have formed those habits of thought and action which constitute a well-ordered, a self-controlled, a moral character and life.

Some things which have a moral and ethical value in the school are:—

ORDER

As "order is Heaven's first law" so it is the first and abiding law of the schoolroom. But excellence in government is no longer measured by the test of folded hands and slumberous stillness. The most expensive thing in the educational, and indeed in the divine, economy is disorder. Disorder is immoral. Every school executive is willing to give every teacher a chance except the teacher of a disorderly school, for someone else must have a chance, and that person is the child. The teacher who after months and years still finds her pupils disorderly, restless and idle may well ask herself whether her powers might not be better employed in some other pursuit. She should have secured on the part of her pupils such a habit of orderly industry, such an appreciation of its benefits, such loyalty to herself, and such love for the right that they would themselves frown down the lawless attempts of any newcomer. Nothing worthy the name of character has been induced till in the chance absence of the teacher the pupils of their own accord shall fall into their places and their allotted tasks at the appointed time.

OBEDIENCE AND RESPECT FOR LAW

These are moral principles which the school must inculcate. This is the way former Superintendent Howland once voiced his view of the matter: "A command may be in order in the prison or in the barracks, but in the school, as in the family, never, except as a kind of punishment." Pupils must understand that the directions of the teacher must be followed whether they come in the form of a request or a command. They should also be given to understand that the rules of the school are not to be infringed; otherwise they will be violators of the civil law when they leave school. Is the present crime wave traceable to the laxity of discipline in our schools?

And when all efforts prove futile—even to the use of the rod, which has been the salvation of many a boy—and the benefit to the

pupil becomes hopelessly commensurate with the harm his presence brings to the school, let him be becomingly remitted to the care of his legal and responsible guardian, to whose natural and maternal instincts we assume, as the law has done, the charge may be safely confided. Within the schoolroom, and within his own domain, the teacher stands on his own right, and he will wisely omit those functions which only, as installed *in loco parentis*, he is allowed to exercise. I am fully aware of the heresy, to some minds, of this view; but it seems to me that the true basis of the teacher's power and authority inheres of right in his office, whatever dicta to the contrary may be borrowed from among the dusty decisions of forgotten judges. I believe that the school grounds are defined by their legal boundaries, as any grounds are, and that if the unruly urchin breaks his neighbor's window or pilfers his fruit-stand on the way to or from school, the sufferer should look to the parent and not to the teacher for redress. Why the school grounds should extend to the father's door, rather than the home circle expand to the school entrance, is a mystery.

REGULARITY AND PUNCTUALITY

These are ethical virtues and should be strenuously insisted upon. The statesman and the successful business man are regular and punctual in their manner of life. The lives of Washington, John Quincy Adams, Lincoln, Napoleon, Rothschild, Stewart, and Astor furnish good examples. Some teachers scold so much about tardiness that boys have been known to run away when they found they were tardy. The boy who runs away from school does wrong, but this wrong is not nearly so great as the sin which he commits before the day is over.

ASSOCIATION

On this subject Dr. Preston W. Search has written: "I admit that association under disorderly circumstances and conditions of improper habits is immoral; but on the other hand the child brought up by himself is fearfully unfortunate in his moral tendencies. The highest type of manhood is not developed under circumstances of riotous imagination, but face to face with the realities and temptations of life. The country boy who seems so sturdy will fall sooner than the city boy when subjected to the temptations of city life. The old-time separation of boys and girls in schools and seminaries had its fearfully expensive results which largely disappeared in the presence of co-education. We all need association, and in the associations of the public schools there is a purifying influence not easily estimated. True, there are parents who hesitate to send their children to the public school because of fear of taint; but such parents have known little of the character and possibilities of the better school. There are no doubt objectionable things which appear even in good schools, but compared with the things which go wrong in the model home, it is a wonder that the superior results are so pronounced in the public schools."

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THE MARKING SYSTEM

A teacher has a contempt—or ought to have—for the pupil who works for marks. It is not the boy who stands at the head of his class today and struts upon the stage at graduation who will stand at the head ten or twenty years from now. It is the boy who stood at or near the foot who will then be at the head. You have only to run over in your own minds your classmates and acquaintances to be convinced of the truth of this assertion. General Grant in his personal memoirs says that when a student at West Point he would have stood at the head of his class "if they had only commenced to number at the other end of the class." What an abnormal and false aim a girl must have who during her four years of high school life is always thinking every time she sits down to study a lesson that it must be learned for the sole purpose of having the soon-to-be-forgotten

honor of being the valedictorian of her class.

Oh, the blight of the marking system on all true scholarship and healthful growth! Blighting alike to teacher and pupil; presenting to the pupil unworthy and dwarfing motives, and barring the teacher from the proud privilege of instructing and moulding the character and life of the pupil, and reducing her to the low level of a billiard marker. Not for a mark is the recitation held, but to give a new impulse, to point the way to a more assured success.

Recently Mrs. Marietta Johnson, director of schools at Greenwich, Conn., said in an address that examinations are "immoral and unjust," and added: "Working for grades and promotion to please the teacher or escape a punishment is an immoral effort." Dr. Angell, president of Yale University, has said in a recently published article: "Our devices for selecting those who shall enjoy the opportunities for a higher education are notoriously defective."

The pupil's desire for good standing is sufficiently met by the knowledge of his success as he advances in his course; and to this end no daily marking is necessary—much less the laborious recording of such marks. It is the fact of success, and not the record, that affords the stimulating satisfaction. It is poor teaching that hides the results until they are revealed by a lead pencil. Besides, the attempt to keep a daily record of the success of pupils as an incentive to study has resulted in a sad waste of time in the schools, and a great loss of teaching power and efficiency. What the schools imperatively need is more vital teaching and less book-keeping. Let us break this adamantine chain that binds us to "a dead past," and be free and make the pupils happy.

The School Survey Committee of the Board of Education of New York City makes this statement in its report: "Character training should be the aim of all school activities and the ground work in every subject. The present crowded curriculum makes character training difficult. Therefore the course of study should be reconstructed in terms of character qualities, habits, tastes, interests, and attitudes, as well as skill and information which should be acquired in each year and in each subject. Special high-grade teachers gifted in character training should be assigned to help pupils study ethics through story, lecture, and direct application as a means of counteracting the influence of newspaper scandal and moving picture suggestion."

Business demands honesty, dependability, leadership, co-operation, when looking for a young man or woman. It cares little for actual scholastic accomplishments other than a general culture and a knowledge of the working tools with which to continue one's education; for after all schools are but the beginning of education.

We owe a deep debt of gratitude to the many men and women who have given their lives to teaching as moulders of character. President Coolidge said in one of his addresses: "It would be exceedingly difficult to overestimate the important part that teachers take in the development of the life of the nation. They exercise their art not on the materials of the world which pass away, but on the human soul, where it will remain throughout eternity. It is the teacher that makes the school, sets the standards, and determines its success or failure. It is not too much to say that the need of civilization is the need of teachers. The contribution that they make to human welfare is beyond estimation."

In a word school teaching is not a mere makeshift, a catch-penny device, a means of tiding over an unforeseen bar in a business career, a ready resort from the tedium of housekeeping, a flirtation in small literature, a free fountain by the wayside where the tired traveler may slake his thirst and pass on, but a high calling where, if anywhere, are required intellectual attainments, an active intelligence, tact, special training, and that well-balanced self-poise which we sometimes call manhood and womanhood. For what business or what profession calls for a deeper insight, wiser methods, or more delicate and skilful treatment, or is more important to society than that of quickening the intellect and moulding the character of those who, as men and women, are so soon to control our interests.

In the character of the teacher is the strength and hope of the school. And then will our calling become a profession when we do professional work, and our profession will be a noble one when we do its duties nobly.

The American school system stands today as the firm foundation and the crowning ornament of this great republic. No vocation is more patriotic than that of serving in its ranks. No calling can be more holy than that of ministering in its name. In all the several grades and departments the work is one. Whether it be the mother in the nursery who represents to her trusting child all wisdom and all goodness, or the university specialist who meets a few chosen students on a single narrow line once or twice a week; whether it be the primary teacher instilling knowledge through every opening faculty of the child's intelligence, or the college professor kindling enthusiasm in his favorite department; whether it be the grammar school teacher giving to the great mass of working men and women the impressions

they will carry into the heat and turmoil of their laborious lives, or the high school teacher moulding the thought and purpose of those who are to be the leaders of their fellows—all are co-laborers in one great and glorious work, one of the greatest in which men and women can engage, that of interpreting the infinite riches of laws of nature and boundless treasures of the thoughts of God to minds naturally formed and divinely fitted for their appreciation and enjoyment.

Student Verse in Los Angeles

LOS ANGELES ventures many things in school and out that other cities would scout. One of its favorite adventures is the annual publication of "Anthology of Student Verse," an attractive booklet of verse selected from the writing of high school students in regular school work. It is surprising how much really good verse is written by high school students. In the booklet of 1926 there are eighty-one selections.

Here is something attractive by Marie Ketner:—

WHEN RAIN REIGNS.

When poets write of rain,
It's raining daffodils;
For they dream, under shelter,
Of flowers on the hills.

But if you're in the rain,
And you're mother's dressed-up daughter,
You'll know it's not flowers,
But just wet, dirty water.

Another by Don Henderson, 1925 "Anthology":—

THE PRAYER OF YOUTH

Slower, slower, pray—
Oh, let the scream of progress
Soften to a hum,
We may not hear
Too soon—too soon.
Give us one short hour
Of innocence
Before you shove the future in our faces—
A tangle of prosaic round and rut.
One hour—before life blows us here and there,
Snatching dreams and tears, and stealing
The child glow from our eyes.
Leave us awhile our faith—
Then we shall stare, like you,
Bitterly disillusioned—blankly
Back into the defeated eyes of age.
We do not know these things of Life—
But we shall learn,
And then—
Youth will be dead.
Nor shall it ever live again
When that day comes—
We pray—a little time.

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Personal and Professional

HARRY CLARK, professor of Education, and dean of summer session, Furman University, Greenville, South Carolina, is a leader in modernizing university education, and has developed notable civic and fraternal leadership in that section of the state. No man has had better preparation. He was high man on the faculty of the State University of Tennessee, then he was state director of a prominent church organization in Tennessee. He was always an effective public speaker with an appealing personality. Furman University and Greenville afford an opportunity for the use of his best talent in all directions.

DR. AUGUSTUS B. DOWNING, who succeeds Dr. Frank B. Gilbert as Deputy Commissioner of Education with State Commissioner of Education, Albany, has been in the State Department for more than a third of a century, and in all of these years has been an educational leader in the state. He has been president of the Department of Superintendence. His experience and acquaintance will make him of invaluable service to Dr. Frank P. Graves.

MRS. F. C. BEVERLEY, who has made Whitmell, Virginia, famous, has had her work nobly recognized by the Virginia Polytechnic Institute with a "Certificate of Merit" because she has created at Whitmell one of the finest rural high schools in the United States. In the Progressive, August 6, Mrs. W. U. Hutt has a highly appreciative and discriminating article on the personality and professional vision of Mrs. Beverley.

WENDELL SOOY, Prospect Park, Delaware County, Pennsylvania, has recently been writing heroically for parents, "Daily Talks with Thinking Philadelphians on Subjects They Know Best," in the Philadelphia Evening Ledger. He is striking some well-aimed blows where they should do a good service in the cause of pre-school education.

RALPH W. PRINGLE, principal of the University High School, Illinois State Normal University, has demonstrated supreme skill in solving a wide range of high school subjects from the standpoint of magnifying efforts to create the personality of adolescent boys and girls. The whole philosophy upon which he has demonstrated high art in having high school students enjoy doing the right thing in the right way is that Herbert Spencer and his disciples have been radically wrong by insisting that the function of education is to prepare children and youth for complete living. Professor Pringle's contention is that "Education is complete living." Here is one of his forceful statements: "Skilful sympathetic teaching brings abundant returns. It encourages the weaker pupils, stimulates thought and imagination, and makes clearer to a large percentage of a class misunderstood features of a subject."

JAMES J. BLAISDELL, for forty years a professor in Beloit College, Wisconsin, was one of the noble men who made that college eminent in leadership in Christian education, and his son, president of Pomona College, Claremont, California, one of the foremost educators on the Pacific Coast, has presented the city of Beloit ten acres adjoining the city park as a memorial to his father.

GEORGE C. BUSH, superintendent of South Pasadena, California, is making a remarkable record of professional peace and prosperity. The voters have endorsed his program quite nobly. In the vote for bonds for a junior high school costing $555,000 exclusive of the cost of a lot, for they had provided the lot in advance, the bond issue carried by a vote of four to one.

GRAYSON N. KEFAUVER, superintendent of Fresno, California, has had an unusual educational career in California. In 1925 Superintendent William J. Cooper, of Fresno, brought Mr. Kefauver to that city to conduct a vocational survey. This survey, probably the most satisfactory that has been made in any city, gave him such prominence in the city, state and country, that when Mr. Cooper went to San Diego as superintendent Mr. Kafauver immediately succeeded him, and his official life this year has justified all expectations.

FRANK L. LOCKE, president of the Boston Young Men's Christian Union for the last twenty years, is one of the most serviceable educators of New England in supplementing public school and other agencies for promoting the educational, social, and civic advantages of young men. Colonel Locke in 1907 succeeded William H. Baldwin, who had been president of the Union since a year before Charles W. Eliot became president of Harvard University.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Pygmies

In a far-off country called JUST AROUND THE CORNER lived a race of pygmies of very spiteful natures. They were so evil-minded that they could not bear the sight of anything good or beautiful. It was the custom among them, whenever anyone who was good passed through their dominion, to gather along the side of the road and throw mud at him. Now there was in that part of the world a vast mudhole called BITTER SPITE and it was out of the black ooze of this mudhole that the pygmies fashioned the mudballs of EVIL REPORT. These balls had the disagreeable quality of sticking to whatever they hit and staining it so deeply that not even the clear waters of PERFECT TRUTH could wash out the mark. Of course these spiteful pygmies dirtied their own hands when they handled the mud and they dirtied their own clothes and spattered up their own faces, but they did not seem to mind at all for they had unclean spirits.

One day it was reported among them that a beautiful princess was on a journey through their country. It was heralded far and wide that she was kind and good and very lovely to see. This report angered the spiteful pygmies and they resolved to cast mud at the princess when she went by on the great highway of life. So they all went down to the mudhole of BITTER SPITE and began fashioning mudballs of EVIL REPORT. Some picked up the mud near the edge which was called SARCASM and others went right out into the middle and selected a special kind of mud that was so black and evil smelling that everyone spoke of it as IDLE GOSSIP. While this was going on the SPIRIT of HONEST DEALING came down over the mudhole and stood before the spiteful pygmies and said: "Hold! Do not fashion those mudballs! The Princess has done no wrong. The evil is all in your own minds." But the mudslingers rose up and jeered and hurled their mud at the bright silver wings of the SPIRIT of HONEST DEALING. Then the good spirit became very angry and said: "Behold! Since you are determined to throw mud, this shall befall you. From this day forth no one of you shall throw a ball that shall not be labelled with your own name. Your name shall appear also on all the balls thrown by others who have been influenced by you. And this shall also come to pass: All the mudballs marked with your name shall be returned to you, each one grown into a black mountain of evil things. In that day you shall cry out with shame and remorse, but behold, the black mountains of evil things shall fall down over you and bury you forever."

The spiteful mudthrowers laughed and jeered at what he said and went right on fashioning their balls of SARCASM and EVIL REPORT and IDLE GOSSIP. When the princess came by along the highway of life the spiteful pygmies were all on hand. Instead of seeing anything beautiful about her they saw only a target for the balls they carried. First one began to throw and then another; it was sad to see the way the mudball of IDLE GOSSIP ruined the beautiful garments of the Princess, There was no mercy or feeling or sorrow among any of the mudslingers and ball followed ball until the Princess was buried out of sight under the black mud. That night a strange thing happened. Names began to glow all over the pile of mudballs, then the balls began to grow in size until each became as large as a mountain and the names shone out like electric signs; at last the whole country was covered; then the mountains slowly moved together and at last tumbled down on the valley of the mudslingers.

They say, if a person places his ear against the rock of one of these mountains he can hear, deep down in the centre, queer patting noises like those made by soft mudballs striking against granite walls.

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The Hidden Song

A catbird sat in a thicket beside the road and sang. Out of his dark slate-colored throat poured first the eager morning song of a robin, then the plaintive notes of the meadow lark and then the lively melody of the little wren. I paused and searched for the singer, hoping to see the upward tilt of his little head and the throb of his throat as he poured his music into the morning air. Modest little artist, he had hidden his beautiful self away in the tangle of green, revealing to me and to the world only the music in his soul. Thus do the worthy ones, the happy ones, the singers of sweet songs, the doers of good deeds, the thinkers of noble thoughts hide away in the world of things lest their very presence disturb the pouring forth of the messages they bring. Modesty goes hand in hand with real purposes in life. Forgetfulness of self removes the dam that restrains the creative energy that floods within the soul. Behold how Nature leads us on, setting in her calm and forceful way the standards for our spiritual growth. The stars shine by night, rendering a service to the universe which fixes no limits in its use; the rain falls, watering the fields of good and bad alike; the lovely rose blossoms as joyously in the garden of the miser as before the poor man's door. The bird asks no questions of the listening ear and the sunset heeds not the character of onlooking eyes. Service is life unfolding its joyous presence for a common good, and he is the greatest servant and the best whose toil is not limited by boundaries of creed or race or circumstance or pomp or power. Unseen the singer in the tangled green beside the road, unknown the influence on the listening ears, but in the great plans of the architect of life a worthy service and an appreciated place.

Why People Are Untidy

The other day two little girls came into the office together. One was not very tidy in appearance. I fear she had only dabbed a little water on her face, and her hair had certainly not been combed that morning. There was dust in her ears and her hands looked as though she had been making mud-pies. The other little girl was just the opposite. She was neat and clean and sparkly. There was no dust in her ears nor dirt rings on her neck, and her hands were so clean that they looked as though she had just been making delicious apple pies.

The untidy little girl had a note which said: "She comes this way all the time. She is a very thoughtless child."

After the little girls had gone I read over the note. "Yes," I said to myself, "that explains her condition. She is thoughtless and lack of thought always produces disorder."

Suppose we go out for a moment into the great world beyond the city. Notice that noble buttonwood tree. See the twisted limbs and the beautiful leaves. What a silent majestic thing that tree is! Do you notice anything disorderly about it? True, there

is moss on the trunk, but under the miscroscope we find the moss as lovely as a sunset or a golden buttercup. What is true of the old tree is true of everything all through the wide world and the heavens beyond. No disorder anywhere, because there is no lack of thought. God never fails his thoughtful care for a second of time.

Let us now see what happens in the world of that other thinking being—man. A little girl does not think enough of her personal appearance to care for it. She shows her lack of thought in her lack of order. A boy fails in his lessons because he does not study. His lack of thought produces a mental disorder that throws him out of step with the others in his class. A woman dumps garbage into an alley behind her home. Her lack of thought results in disorder out of which spring evil smells, an unsightly neighborhood and sickness-causing flies.

Wherever we look disorder comes from lack of thought and order from clear thinking. I wonder how many realize what a noble privilege the power of thought is! How many realize that just two persons think in all the universe—God, the author of all, and man, made in God's image and likeness.

We should maintain in our own little lives the same noble order God maintains in His.

The Carpet of Leaves

This morning I found the wind in the night had laid down a gorgeous carpet of leaves. As I walked along over the soft surface and noted the lovely way in which the golds and purples and russets were combined I could not help thinking of the wonderful mind that planned the shape of each leaf, colored it with the frost, and carried it on the wind to its place in the beautiful carpet beneath my feet.

If you and I came across a weaver in some far distant country and stopped to watch him weave in thread of gold and next to it one of purple and next to that, one of rich orange, and finally make out of all his threads a rug of beautiful design and shape, we would not hesitate to say: "That weaver must have a fine beauty-loving soul, for his hands alone could not combine such lovely colors to make so lovely a rug."

Just so, when we look out across the world these nice autumn mornings and see the gold leaves dancing on the trees and fluttering like butterflies down to earth to form a warm sheltering carpet for the living things under the sod, we cannot help saying in our hearts: "What a wonderful Spirit our great Father is! How He loves beauty! How well He has shaped each leaf and colored it, and how thoughtful He is to show such beauty forth to gladden the eyes of men!"

Out of lovely thoughts come lovely deeds. Every maple leaf that glows in the warm sunshine like newly minted gold has risen out of a lovely thought of God. In exactly the same way every noble thing we do, every beautiful thing we make, rises out of a lovely thought, which is all our very own. On that account we can proudly lift up our heads and say, as we give praise to all the lovely thoughts of God: "I, too, can think of beauty; I too, can bring loveliness into being; I, too, am, in my limited way, a creator of beautiful things."

The King's Three Sons

There was once a king who had three sons of whom he was very proud. Besides being a king he was a wise father and because he loved his sons he was anxious to have them grow up to be happy young men. When the time came for the princes to go out into the world to seek their fortunes he called them before him and said to them: "I shall grant each of you whatever you wish but I beg of you to think carefully before making your decision. Go forth now into the garden and talk this matter over." So the young men went out into the garden and talked and the first one said: "I want power." and the second one said: "I want riches," and the third one said: "I want learning," and the first one said again: "With power you can gain happiness because you can make other men obey you. For instance, with power I can take the riches from one of you and force the other to serve me with his learning," and the second one said: "You are a fool, riches is the source of happiness, for with it I can upset the power of one of you and purchase the learning of the other with great gifts," and the third one said: "You are both fools, for only through learning comes happiness. With learning I can find out the weakness of one of you and destroy him and so far as riches is concerned, through learning I can discover more riches than the world has ever seen before." and so they argued until sunset and then they came into the presence of the king and told him what they wished and the king sighed and stroked his white beard while tears of real sorrow came to his eyes. "Alas, Alas," he cried, "I had hoped for better things for you."

"What could be better than power?" said the first.

"What could be better than riches?" said the second.

"What could be better than learning?" said the third.

"Be it as you wish!" said the king. "Fools that you are you have asked for the rainbows and forgotten the solid hills."

Years passed and the king was weary and old and about to die and he sent for his three sons and they came before him.

The first was long and gaunt with a worried look in his eye. Forever as he walked he looked around corners and behind curtains as though fearful of finding someone about to slay him.

The second kept his hands tightly pressed together over a badly worn wallet in which he carried gold and he started at every sound as though fearful of finding someone about to rob him.

The third was unhappy and looked out on the world with sorrowful eyes for he knew much of the miseries as well as the pleasures of life.

"My sons," said the king, "I see the choices you have made have brought you everything else but happiness. It is always so. Behold now, your own sons are about to come to you in turn for their gifts as you came to me. Give them," he cried, as he grew weaker, "not power, not riches, not learning, unless," and the king paused as though about to die, 'unless," and again he paused and his thin hands fell down on the bed beside him, "unless," and his eyes slowly closed and his words came so faintly that the three sons had to bend close to hear them, "unless you give with it the great gift of a contented mind; for it is not all these things in abundance that give happiness but these things in moderation.

"Power,—to so live that we may give others chances to prosper.

"Riches,—to so live that we may rescue others from want.

"Learning,—to so live that we may make others happy," and the old king died and the princes went back to their sons and did as he desired.

The Builder of Men

By Ivan N. McCollom

What shall we do with our lives?
O great, eternal question!
"I would be a builder," said one,
"And build great buildings
In which men may dwell."
"I would be an artist," said another,
"And transform the world
Into a thing of beauty."
"I would be a seaman," said a third,
"And carry men and goods
To all parts of the earth."

"All these are very well," said I,
"But I would be a builder of men,
One who, from raw youth,
Makes beautiful characters,
And carries man across the ages
To God."

—Washington Education Journal.

EDUCATION IN ACTION

Striking Miners' Children Strike

More than 100 children of striking coal miners recently went on strike themselves by refusing to attend Sunnyside School at Gallatin, Pa., because the children of non-union miners are present. The trouble started the first day of school when state police were summoned to Gallatin to protect the children of non-union miners who were being stoned and driven away from the school by union sympathizers, including a large number of boys and girls. The troopers restored order, but when Sunnyside teachers prepared for the following day's work they found only the children of non-union miners present. In the nearby town of Axelton half of the 240 boys and girls enrolled in public schools refused to attend classes with sons and daughters of non-union miners. The young strikers, both at Axelton and Gallatin, picketed the schools.

Better Schools Sought For Child Workers

Establishment o. better educational facilities and strengthening of safeguards for the physical welfare of employed children between the ages of fourteen and fifteen is a goal of the National Association of Manufacturers, which has announced the inauguration of a continuing program of education to be carried on throughout the country. To provide broader educational and vocational opportunities the program will seek to provide adequate elementary and high schools for all normal children and proper provision for the teaching of backward children. Teachers' training schools also would be provided at either public or private expense, representatives of the association said.

School Children Are Improving

When Michael McMonigle, principal of the Locust Street School in Hazleton, Pa., started to teach twenty-nine years ago, he embarked in a profession that in those days was marked by the use of the ruler and the switch. In the old days thirty lickings a day was the average. During the last school year he had to administer corporal punishment to only one of his 1,102 charges. He thinks that the boys and girls of today are better behaved, that the school system is improving and that the world can be viewed safely through rose-colored spectacles. Today Mr. McMonigle finds truancy practically wiped out. He reports there is no smoking on the school grounds and fighting is unknown. What impresses him most in the change in the boys and girls is the disappearance of the school bully. Children are being made to like school rather than hate it. Programs, gymnasiums, basketball leagues, track meets, playground fetes, co-operation of parents obtained by associations of teachers and parents, baseball circuits, and other features make attendance at school a pleasure and the truant is a rarity.

Republicans Plan Political School

A school of politics for Republican women is opening in New York City. A score of instructors will coach the students in the business of political work and the art of campaigning. Strong political food will be fed to the party rookies at each session. Probably one of the most interesting topics will be "How Elections Are Lost and Won." Each student will receive ten pieces of literature which can be used for supplementary reading. They have been especially prepared for the school.

Memphis Teaches Police Vernacular of Criminals

A school without textbooks is in operation in Memphis, and the students recite their lessons in slang. Police Inspector W. T. Griffin is the instructor and members of the force are the students. To be eligible for graduation one must master approximately 500 words in the vernacular of the criminal world. A recitation period goes something like this: "Well, boys," the inspector asks, "how would a safe burglar, arrested and convicted of blowing a safe in New York, afterward escaping from the penitentiary, relate the incident?" "I knocks off a pete in the big circus, who sneezed and they settles me—I lams the stir," the pupil replies.

Will Use Clinic To Train Teachers

Advancing a step further than any institution of its kind in the country, the Rhode Island College of Education is going to test in its training of teachers this year a method of instruction long used in medical schools—the clinic. But instead of witnessing a surgical operation, the students will group themselves on tiers of seats and view the actual instruction of a juvenile class by a teacher of proven ability. A school on the campus, now in the process of construction, will have a room especially designed after those used by surgeon instructors. Provided with light from a window in the roof and twelve windows on the sides, it will seat at least 200 observers. From their raised seats they will look down on a classroom supplied with the most modern and approved equipment. The observers will be asked to be critical as well as attentive, and when the demonstration is over discussions will be held to determine what flaws there were in the demonstrating teacher's work. Whole classes from various local schools will be brought to the clinic from time to time for observation.

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Curfew Now for School Teachers

"In order that they may be in the best condition for the instruction and training of pupils," a 10 o'clock curfew is in force for teachers and school janitors in North Salem, N. Y. The board of education has requested that teachers limit their evenings out on days school is in session. Charles Keeler, member of the board who is credited with evolving the "curfew" idea, declares he had not gone so far as to make 10 o'clock retirement obligatory. "We may be old-fashioned," he said, "but we think teaching is like any other business. When a girl enters it we believe that her mind and energies should be on her school first and on movies and dancing second. At least for three nights a week."

Colleges Asleep Says Prof. Hoover

American college and university students enjoy the peace of the dead so far as their intellects are concerned, and the professors are largely to blame, says Professor Glenn E. Hoover of Mills College. A "new sport of our colleges" is recommended by Professor Hoover, as quoted in "School and Society," whereby students and professors "would experience new adventures in an intellectual world now somewhat dull and colorless." At present, he finds, the students believe there is no relation between what is taught in college and the fundamental facts of life, and so "college erudition appears dead rubbish to be cast off on commencement day." The "intellectual tepidity and lack of zip" is largely the fault of the professors, because they observe the tradition that pervades the school system, the tradition that controversial matters are taboo. Intellectual turbulency and zest is what the colleges need —what the whole country needs, Professor Hoover finds.

Women Advisers For School Girls

Eight women have been appointed as advisers of girls in high schools of Boston by the school board there. Dr. Jeremiah Burke, superintendent of the Boston public schools, stated that there are so many problems arising in high schools that the young women need a confidante with whom they may talk over questions concerning them intimately. "The act has been too long delayed," he continued, "for there is nothing more needed in our high schools than women of fine character and sufficient experience, with the heart and mind to guide and direct young women in their social, moral and confidential problems. Boston has experimented on the plan. In other schools of the country advisers are appointed in high schools. I prefer to have one in every high school in the city."

Dry Land School Teaches Sea Jobs

Salt water is three hours from Paris by train, and longer still by boat, but there is a school in Paris that promises to teach all about deck or engine-room duties. Correspondence courses are open to lads in the provinces, far up in the mountains away from the smell of the sea. The marine school in Paris has begun to placard the country with the French equivalent of the American slogan, "Join the navy and see the world."

School Invites 10 P. M. Scholars

The "10 o'clock scholar" of the old nursery rhyme has reappeared in Chicago, but the late arrival to the classroom comes at 10 o'clock at night wearing a kitchen apron and is received with smiles instead of frowns from the teacher. The belated scholar is one of a class of twenty cleaning women in a down-town building, whose only leisure hour falls at this time of the evening, and the Board of Education gives her instruction in Americanization when she can take it. At first the working women protested, saying they were too sleepy to learn anything, but the teacher suggested that they just relax and listen. She helped provide a happy atmosphere by bringing home-made gingerbread one evening and making it a party. The result is that learners have come to regard their school period as one of recreation.

Guide Book For Freshmen

Students entering the University of Wisconsin who wish to stay on the "straight and narrow" path are provided with a guide book of "don'ts." The pamphlet compiled by Scott H. Goodnight, Dean of Men, lists various things frowned upon by the faculty: Loafing—very pernicious habit; smoking—treacherous and insidious; profanity — useless, insane, stamps the user as of low and vulgar mind; gambling—fascinating vice; consumes time, money and morals; drinking—most vicious; unfortunately popular. If the freshman will stick to the booklet, he will have more reward than just a clear conscience, Dr. Goodnight assures. That is because the university woman refuses to associate with men who have been drinking, he points out.

Ministers to Criticise Sermons of Students

Students in the Newton, Mass., Congregational Theological Seminary will hereafter be "apprenticed" to established pastors, who will criticise their sermons both before and after delivery in the church. This innovation has been established by the Rev. Dr. Everett

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Supt. R. S. Greenwood, of Waldoboro, Me., writes: "I believe that if each of my teachers could have had one of your little manuals you could have sold me more of your books during the past two years. I hope you can spare me at least ten or a dozen."

We thought his orders were good, as it was, and are glad to supply his teachers. He refers to a brief outline of the ARLO PLAN of reading for interpretation. Perhaps you would like copies of this little manual. We are always glad to send them to school people.

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Carleton Herrick, president of the seminary. To carry out his plan Dr. Herrick has recruited a staff of well-known pastors near by. "To each of these clergymen a group of four or five students is assigned for one period a week, and at the end of each term the groups are shifted about so that a student will have the opportunity of coming under the guidance of nine distinguished pastors during a full course at the Seminary," Dr. Herrick declares. The "apprenticing" is compulsory for the first-year students, but is elective for the two upper classes.

Need Exists for College Bred Farmers

"The successful farmers of the future will, in increasing numbers, be recruited from the ranks of college-trained men," declared Dr. Charles Lewis Beach, president of Connecticut Agricultural College. "Boys who have an inherent love of the soil may be assured that in successful farming they will find the returns on invested brains and capital as certain and as full as if applied to other industries," he continued. "The number of salaried positions open to agricultural college graduates is steadily increasing. Good roads, the automobile, radio, modern equipment—the extension to the farm of most of the comforts and advantages of the city—have removed from farm life the isolation and drudgery once associated with agriculture. No one need hesitate to advise the young man interested in farming to attend an agricultural college and prepare himself for a life on the soil."

College Alters Governing Plan

A new system of government is being entered upon at Wellesley College this year. Instead of having authority vested in two houses, a senate and a house of representatives, as formerly, there is now only one house, the senate, which has all legislative power. It is composed of eight student officers, four faculty members chosen from academic council, and the president of the college. A student committee, formed of members of the senate as a nucleus, serves to give student opinion to the legislative body. It is expected that this arrangement will make for more efficient disposal of legislative matters.

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TREND OF THE TIMES

FLOOD DAMAGES in 124 counties or parishes on and near the Mississippi river affected 4,417,500 acres during May, June and July according to the Department of Agriculture. More than 225,000 head of horses, mules, cattle, swine and nearly 1,300,000 poultry were lost as a result of broken levees and swollen local streams.

UNDERGROUND DEFENCES that will contain whole cities and a population of hundreds of thousands, hospitals, barracks and stores in the depths of the earth have been worked out by the French General Staff. The forts, located in secret places and equipped with a new type of artillery, will constitute France's main defence in the next war. This new system of defence has practically been completed.

EUROPEAN INDUSTRIES will make tremendous efforts to compete successfully in our domestic markets and American industry must produce efficiently and economically in order to meet these renewed efforts to capture this, the largest and richest market in the world, declares Dr. Edgar B. Brossard of the United States Tariff Commission, returning from Europe. We may expect the keenest competition in history, he says.

PHONOGRAPHIC LIBRARIES for the benefit of the blind have been brought within practical reach by a new process invented by an official of the Marconi Company. The process enables a full length novel to be recorded on a half-dozen twelve-inch records. The inventor has succeeded in producing records of readings capable of running forty minutes and reproducing intelligibly 5,000 words on each side.

GUM CHEWERS have nearly gnawed their way through the forests of Central America and Mexico, and are now merrily ravaging the tropical jungles of Borneo and far-off Java. Chewing gum is based upon the sap of certain trees. Tapping the trees has the eventual effect of killing them. Operations have gone so far that extinction of the species is threatened. It is reported that certain gum manufacturers are already considering plantation production to insure their future needs.

FARMER'S HIRED MAN—long a rather picturesque fixture in American rural life—has degenerated to such an extent that he constitutes a menace to rural civilization, declares the Department of Labor. One and a half million farmers in the United States have need of hired men for relatively short periods such as seedtime and harvest. This means that the vast transient population of farm hands are out of employment for a large part of each year.

DEAD LETTER office in Washington handled last year 25,854,845 dead letters and 456,713 dead parcel post packages because of errors in address, according to John H. Bartlett, first assistant Postmaster General. In the dead letters were found $118,066 in cash and $29,644 in drafts, stamps, checks and money orders.

FOSTER PARENTS have become so numerous in recent years that the problem of adoption work consists mainly one of finding enough children for childless homes rather than that of finding enough homes for homeless children. Perhaps the principal reason for this condition, according to an official of a charitable association, is that people of today are less awed by theories of heredity and place more confidence in the power of proper environment.

WORLD WAR records of the American army run well over 100,000,000 in number. The Adjutant General's office is now, and has been since the war ended, involved in the gigantic task of assembling, inventorying, classifying and arranging the 100,000,000 or more documents that tell the story, not only of the military operations of the American army, but also of the careers of Privates X, Y and Z from the day their fingerprints were taken to the day they obtained their final discharge.

ENGLISH SPEAKING people constitute more than forty-five per cent. of the net gain in population of the United States since the restriction immigration act went into effect in 1924. This is nearly four times the proportion in the years 1912-14.

ROADSIDE STANDS conducted by farmers where products of the soil are sold to motorists are increasing rapidly. Nationally, this business has become quite an economic factor. During the past season the American Automobile Association estimates that more than $100,000,000 has been placed directly in the hands of the farmers by motorists.

The BOOK TABLE

LETTERS OF A COUNTRY SCHOOL SUPERINTENDENT. By David Johnston Malcolm. Cloth. 165 pages. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

No other author of a helpful book for country school teachers has any such range of scholastic preparation, experience with country schools on the Atlantic and Pacific Coast, with faculty opportunity and responsibility in a state teachers college in the Middle West that David Johnston Malcolm has had.

He is a graduate of Harvard University, has had the best of experience in two large country school district superintendencies in Massachusetts, has been on the faculty of a large state teachers college when it was creating exceptional ideal conditions in country school administration and subject methods, and after taught a small country school in the State of Washington in order to demonstrate real achievement under all imaginable disadvantages.

In addition to all of this Mr. Malcolm has been the lecturer on Country Life Betterment in many states from coast to coast, and has been a staff writer on some paper much of the time while in actual service in the field.

In "Letters of a Country School Superintendent" Mr. Malcolm writes clearly, forcefully and attractively of the needs of the country school teacher in every important situation, in meeting emergencies with all kinds of superintendents and local school officials, with wise and unwise parents, with women who never had a child and consequently have supreme wisdom in telling teachers what to do and what not to do, how to do it and how not to do it, and above all else Mr. Malcolm ingeniously and masterfully advises teachers how to manage the complex human nature of children from six to sixteen years of age every hour of every day in school and out.

ENGLISH STEP BY STEP. Third-Year Book, 260 pages; Fourth-Year Book, 344 pages; Fifth-Year Book, 475 pages. By Ellen A. G. Phillips and Cecil A. King, District Superintendents of New York City. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The title of these books has a timeliness which we suspect even the authors and publishers did not appreciate. "Step-up" and "Step-down" are terms in use in electric phrasing, unknown a little while ago. They have been created with long-distance power transmission in the use of hydro-electric power. Electric current is "stepped-down" when a powerful current is made available for house lighting or heating, for frigidaire or any personal use. It is "stepped-up" when power is to be increased.

This application comes to us as we see how skilfully, yes, artistically, the vast subject of learning to use English is adapted to the third, fourth, and fifth grades.

The lessons of each year are divided into nineteen weeks' work, and the books for fourth year and fifth year provide for review of the work that has gone before, so that there is a continuity in the "steps" of teaching English.

The colored pages of the third and fourth books are especially attractive, enhancing the appeal of the children to talk and write about them. Indeed, the type arrangement adds greatly to the interest of the children and promotes initiative on the part of the children in learning and practicing correct, natural and effective use of "English step by step."

PUBLIC SCHOOL FINANCE. By Arthur B. Moehlman. Cloth. 508 pages. Chicago: Rand McNally and Company.

The University of Wisconsin has long been in the lead in all phases of study of economics, and no one could attack the vital problems of public school finance more intelligently than Professor Moehlman, and the publishers have given him free scope as to space. The result is a treatment of every phase of the subject masterfully, so that in one book is to be found every important fact with a scientific, professional and patriotic setting.

Professor Moehlman has not studied this subject in order to write this book, but he has written this book because he lived in the atmosphere of public finance for years. In reference to the need of such a study the author says:—

"The critics, like disease, are ever with us. Thus many school executives explain away the post-war attacks upon the school program in its financial aspects. The student, away from the intense pressure of field administration, sees the results and seeks for the reasons that must be behind these attacks. Just as disease indicates the presence of unusual conditions, so a study of the official and popular attitude toward public-school finance may disclose the cause and the consequent location and analysis of the problem."

Whatever changes are made in the legal restrictions concerning revenue getting and revenue spending, the necessity for the formal organization of the finance function will probably not change. So long as public moneys are raised for education, just so long will there be need for scientific budgeting, cost accounting, and records, although their form will vary as research develops a greater knowledge in this field. It is absolutely essential that the superintendent possess more than a superficial knowledge of the finance activity to enable him to present his problems intelligently from the standpoint of immediate and ultimate results upon a definite economic basis.

Here are some of the fundamental conclusions of Professor Moehlman as expert supreme: "Consideration of the finance problem must be upon the basis of the policy adopted by the board of education in its legislative capacity.

"The supreme function of public education is the instruction of the child. All essential activities must be properly subordinated to and considered from the instructional viewpoint.

"There are raw money costs, costs in relation to classroom achievements, and costs in relation to the ultimate social effects of the school upon society.

"The increase in efficiency will ultimately be reflected in raising the general level of efficiency and of social conditions in our country.

"Teachers' salaries will continue to advance although not so sharply as following the world-war period.

"Schedules for all types of employees should be so developed and administered that the employee will have a feeling of confidence in the employer and will thus render loyal and willing service in the most important social co-operative enterprise in our democracy."

ARITHMETIC PRACTICE. For Finding and Correcting Weaknesses in the Step Difficulties of the Processes. Book One for third grade. Book Two for fourth grade. Book Three for fifth grade. Thick paper. 104 pages each, 8 by 11 inches. New York: The Macmillan Company.

This is a most elaborate scheme for perfection through practice of elementary school work in arithmetic. No description of it can give the faintest idea of the vast amount of practice here provided.

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GRINS BETWEEN GRINDS

Poor Dad

The whole family owns the car. That is, when the car is idle it is mother's car, when it is in use it is the children's car, and when disabled or with a tire down it is dad's car.—Pratt (Kans.) Republican.

Whose Watch?

Agent—"Don't you want your office furnishings insured against theft?"

Manager—"Yes, all except the clock. Everybody watches that."—De Laval Monthly.

Parting of the Ways

Reggie had been very rude to his father and had been sent to his bedroom as a punishment.

A little later his mother went to see what the boy was doing and found him writing.

"Is that a letter to daddy asking forgiveness?" she said.

"If you must know," replied Reggie, "I'm writing to the Archbishop of Canterbury to get a divorce from both of you."—London Tit-Bits.

Same Old Average

In instructing a youthful class in mathematics the teacher turned to John Jones.

"Johnny," she remarked, "can you tell me what an average is?"

"Yes, ma'am," was the prompt response of Johnny, "an average is what a hen lays eggs on."

"What?" exclaimed the amazed teacher. "What on earth are you talking about?"

"That's right, Miss Mary," was the rejoinder of Johnny. "Most every lesson in our 'rithmetic starts off, 'If a hen lays three eggs a week on an average.' "

Dangerous Appetite

The colored mammy viewed with misgivings the great amount of sugar cane being eaten by her six-year-old grandson. Eventually she warned the boy: "Chile, ain't I done tol' yo' time an' agin dat youse eatin' too much cane? Don't yo' know, chile, dat' cane killed Abel?"—The Kablegram.

It Stood for Noise

First Student—"Why does the track team cheer leader have Y-A-L-E on his sweater? He's not a Yale man.

Second Student— "Oh, that means 'Yell Awful Loud, Everybody.' "—Detroit News.

A Hot Time

Ike—"What are the men doing in the dining room?"

Mike—"Toasting their host. What are the ladies doing in the drawing room?"

Ike—"Roasting their hostess."—Allston Recorder.

Probably Wore a Mustache

Busy Boss to Stenographer—"Take the phone message—I'll get it from you later."

Stenographer (demurely) — "No, thanks! Your little girl wants to kiss you over the wire."

Believe It or Not

Cop—"Did that car hit this woman?"

Passerby—"No. It slowed up for her to go by, and she fainted."—Judge.

Why, of Course

Maud—"Did you have a nice time last week-end?"

Isabel—"Saturday night we went canoeing on the lake and sang all the old love songs under a gorgeously romantic moon. We didn't come ashore until after midnight."

Maud—"That's queer. I was told by someone who saw you that you were canoeing all alone."

Isabel—"I was."

Maud—"Then where do you get the 'we'?"

Isabel—"From Lindbergh."

—Life.

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JOURNAL MAIL BAG

Are Schools Becoming Too Theoretical?

It seems to be in the very nature of things for the schools to become too theoretical and get away from life as it is and retreat in cloistered philosophizings about life as, it is imagined, it should be. We always remember John Dewey's remark to the individual who wanted him to systematize and publish his "system of philosophy." "The moment we do that," Dewey is reported to have said, "it becomes static, lifeless, and that is not my philosophy." How many of the pedagogical motions through which we go from day to day, on the basis of carefully worked-out schemes handed down the various steps of integrated organization; how many of these motions are mere forms of life that fail to touch the child who is the very essence and hope of life, now and in prospect? Are we cynical to suspect that many school people place more value on their own particular system than they do upon the living, probably unorganized, palpitating child? We must have method, system and whatnot; but that is not the end but rather the means.

The child has already, in the first grade, acquired quite a vocabulary which she uses in thinking and speaking. This is used in lesser number in her reading; why would there not be an extension to written expression? And we know the intense desire for self-expression that is often, too often, a pent-up uneasy flood, waiting for the proper direction from some kindly source. Moreover, since the desire for self-expression is there, much more intense than at any later time, it is very easy for the child, with enthusiasm, to master what might later be harder because of her diminished interest. This diminution is largely due to thwarted desire. The practice gained by the child in this informal writing will lay the foundation of proper habits that will prove of inestimable value in the later and more formal periods of instruction.

W. B. Lindsay.

Editor, Journal of Education:—

Monday, September 12, I represented the State Department of Education at the dedication of the new school building in Sherwood, N. Y. This is a central rural school district recently formed and Sherwood is the home of Dr. Emily Holland. Dr. Holland presented this building to the district and was present at the dedication exercises. She was granted the honorary degree of doctor of laws last year by the Regents of the University of the State of New York. She will be one hundred years old in November. She stood before that group without the use of even her cane and talked for fifteen minutes in a voice clear and penetrating with a forcefulness of expression which would arouse the admiration of everyone, and with a statement of educational philosophy which would do justice to our foremost professional leaders of today. She indicated that her main interest in the school is in the development of the boys and girls, rather than in the comfort or convenience of their environment.. She hoped that they enjoyed the building, but she said that she was more interested in the kind of brains developed within the building. Her theme was the importance of continuous intellectual growth.

Ned H. Dearborn,
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Meetings To Be Held

OCTOBER.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-21: Northeastern Indiana Teachers Association, Fort Wayne.

20-21: Southeastern Indiana Teachers Association, Evansville.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

27-29: Montana Education Association, R. J. Cunningham, 9 Kohrs Building, Helena, Bozeman, Great Falls, Miles City.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

28-29: Council of Education of the State of New Jersey: J. Heward Hulsart, Dover, N. J.; Newark, N. J.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

8: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

10-12: Minnesota Education Association, Minneapolis. C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

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